

## SCHOOL GROWTH PLANS 2025/2026 HIGH SCHOOL



School: Lucerne Secondary

Principal/Vice-Principal: Mitchell Hemphill/Justin Bisson

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with).

How can we effectively develop leadership skills and build leadership capacity in students to prepare them for future personal, academic, and professional challenges? How does ownership and participation in student-led initiatives impact the leadership growth of high school learners? In what ways can educational environments cultivate authentic and inclusive leadership skills in our students?  
Competency and Collaboration- building their leadership capacity-solving problems and making decisions, influencing others, managing the work, displaying drive and purpose, increasing capacity to learn, increasing self-awareness, communicating effectively, developing others, valuing diversity and difference, building and maintain relationships, managing effective teams and work groups all while applying this to their studies.

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

To develop students' leadership capacity through problem-solving, decision-making, collaboration, and communication, while fostering self-awareness, valuing diversity, and applying these skills to their academic studies.

This inquiry was chosen based on MDI data, teacher feedback through homeroom conversations, classroom observations all highlighting areas of need in student connectedness. We wanted students to continue to strengthen their relationships with school staff, peers, and the broader community, as well as in students' social-emotional development, physical well-being, and overall school experience. These qualitative and quantitative insights informed our focus on fostering connection and leadership capacity within students.

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

Combining work experience with new leadership components to help identify what types of leaders these students are; mentoring opportunities are offered school wide and grade wide; community wide volunteering; staff Pro D to research areas of leadership styles and how they can engage and empower students; have an active list of leadership opportunities for students; invite guest speakers for students to motivate; Into Learning sessions focused on leadership opportunities of students to gain experience from experts; student council; variety show; youth leadership class/course/training; Intramurals; student's plan - Remembrance Day, Sports Day, Terry Fox, Orange Shirt Day, Carnivals, Earth Day, Community Clean-up, Red Dress Day  
Continuous updating our school growth goal on google document.

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D. Evidence/Evaluation/Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

Staff will create a baseline criterion. We will re-visit at semester touchpoints with consistent language to establish a means to track growth. This will give us a measurement of students' understanding of leadership – questionnaires/exit slips/reflection on learning – artifacts from into learning- gathering qualitative baseline data in September – after each into learning session and year-end follow-up feedback. How are students implementing strategies including quality of scholarship applications, participation in grad planning and school events? Do students have an active plan for after graduation?

E. Promising Practices: (What are you most proud of?)

We are proud of the relationships and connections we have with our students. Tracking our goal each staff meeting has proved very effective to keep us focused and proud of all the things we have accomplished in this area. This is evident during our Into Learning week as one example. What can we do moving forward to have that same level of rigour and relevance every day? Students are taking ownership and initiating more leadership roles to support their needs and those of their peers. How do we as staff support students' passions and goals – could we offer more than Into Learning, work experience, flexible learning environments, course offerings based on student interest?

  
Principal/Vice-Principal

  
Superintendent

  
Board Chair